

Negotiated Rulemaking Committee

Arts

Meeting, 10:00 AM to 5:00 PM, October 26, 2015

The Capitol Building, Helena, MT

Present Committee Members

John Combs, Fine Arts Supervisor, Missoula

Andrew Loftus, Director of Music and Fine Arts, Bozeman

Rita Wells, Teacher, Billings

Melanie Charlson, Teacher, Missoula

Lynda Brannon, Citizen, East Helena

Kelly Talsma, School Business Official and Realtor, Whitefish

Kristiny Lorette, Teacher, Rocky Boy

Jo Newhall, County Superintendent, Livingston

James (Doug) MConnaha, Adjunct Instructor & Teacher, Bitterroot College and Corvallis

Valentia LaPier, Artist, East Glacier

Jael Prezeau, Division Administrator, Office of Public Instruction

Emily Kohring, Director of Arts Education, Montana Arts Council

Pete Donovan, Executive Director, Board of Public Education

Ann Gilkey, Chief Legal Counsel, Office of Public Instruction

Absent Committee Members

Robin Kratz, School Board Trustee, Valier

Gordon Henry, Artist, Harlem

Convene and welcome

- Superintendent Juneau opened the meeting at 10:03am. The committee was thanked for their work to update the Arts Standards. The Superintendent stated that the committee's goal was to recommend standards for all Montana schools, not provide curriculum guidance.

Facilitator's Role

- Maintain order throughout the meeting
- Assure all members have an opportunity to state their expert opinions
- Restate verbatim or in summary a point made by a committee member to assure everyone understands a point of concern or a minor language change
- Restate to assure language is accurately recorded by the note taker and the Google Doc manager
- Pose questions related to points of clarification to assure understanding
- Move the committee forward if it becomes clear that consensus cannot be reached (agree to disagree, agreeably) on a concern, while encouraging comments

The committee unanimously agreed to accept Tammy Elser as the facilitator of the negotiated rulemaking process.

All comments received, including those received through the online document, become part of the official public record of the Arts Negotiated Rulemaking Committee proceedings in accordance with MCA 2-3-212.

Consensus

Consensus means a majority of those in attendance for an in-person meeting or a majority of those participating in a meeting held by electronic means.

Proposed Procedures for Negotiated Rulemaking Committee Work

- Each member will be asked to weigh in on each proposed rule in one of the following three categories:
 - +Good to Go (Green)
 - ?Question or Point of Clarification (Yellow)
 - !Concern (Red)
- For purposes of consensus, ‘Good to Go’ and ‘Questions or Points of Clarification’ will be considered as generally agreeing with the language of the rule.
- Each question or point of clarification will be addressed and considered by all members and language change recommendations will be voted on. (This can be noted in the Google Doc as a response to a comment.) A consensus will be needed for a new language recommendation.

Proposed Procedures for Negotiated Rulemaking Committee Work, part 2

- Concerns will also be addressed and discussed by the committee in an effort to achieve consensus. Deliberations on a concern posed by a minority of the committee will be limited to about 5 minutes in the first pass through the document, and returned to in the second pass.
- If, in the second pass through the document, a concern cannot be resolved in a reasonable amount of time (as determined by the facilitator and committee), the majority will rule and the dissenting committee member(s) will be invited to write a detailed comment for consideration by the Superintendent of Public Instruction. All dissenting opinions will be noted in the Google Document for consideration.
- The Google Document will serve as a report on committee findings and include all votes and comments.

Other support provided during the meeting:

- PowerPoint provides record of committee’s decisions
- Working document provides working space for committee to post comments for the record

The committee unanimously voted to accept the process for the decision-making procedure.

Document Review: VISUAL ARTS

Visual Arts: Standard 1

- Change (a)(i) to include “materials and tools”
- Add to (g)(iii) Investigate personally relevant content for art making
- In (f)(i), change “art project” to “work of art”

Final Vote on Standard 1: Consensus on adoption of Standard 1 with noted modifications.

Visual Arts: Standard 2

- Add in (h)(iii) and fix punctuation as necessary throughout the document
- Amend (h)(i) to read “skills, knowledge, and experimentation”
- It was noted that American Indian is not explicitly stated in this standard

Final Vote on Standard: Consensus on adoption of Rule 2 with the noted changes. The committee agreed to revisit the American Indian consideration in anchor standard 11.

Visual Arts: Standard 3

- Change (a) from “of” to “while”
- (h) Breakdown standard into (i) with original clause and (ii) to read, “reflect on conveying an intended meaning”
- Modify (a) from “making” to “creating”

Final Vote on Standard 3: Consensus on adoption of Standard 3 with modifications noted.

Visual Arts: Standard 4

- change (b) language to “will explain why some objects, artifacts, and artwork are valued differently by different audiences”

Final Vote on Standard 4: Consensus to adopt Standard 4 with noted modification

Visual Arts: Rule 5

- Delete use of “or preservation” in (b)

Final Vote on Standard 5: Consensus on adoption of Standard 5 with noted modification

Visual Arts: Standard 6

Final Vote on Standard 6: Consensus on adoption of Standard 6 with no changes.

Visual Arts: Standard 7

- In (a)(ii), remove “artistic”

Final Vote on Standard 7: Consensus to adopt Standard 7 with noted modification.

Visual Arts: Standard 8

- Change anchor standard to “a student will construct meaningful interpretations of artistic work”
- Add to (g) and (h) “including traditional and contemporary works by American Indians”

Final Vote on Rule 8: Consensus to adopt Standard 8 with noted modifications

Visual Arts: Standard 9

Final Vote on Rule 9: Consensus to adopt Standard 9 with no modifications

Visual Arts: Standard 10

- In the anchor, change “to create art”
- Change “make” to “create” throughout the document
- Modify (h) to include “personal” to “social, cultural, and historical”

Final Vote on Rule 10: Consensus of Standard 10 with noted modifications.

Visual Arts: Standards 11

- Consider adding “personal” to the anchor. It was included in Standard 10.
- Modify (e) to “in which an artwork was created, including those made by American Indians.”
- In (h), add “personal” to “social, cultural, and historical”

Final Vote on Rule 11: Consensus to adopt Standard 11 with noted modifications.

MEDIA ARTS

Media Arts: Standard 1

- Change “artworks” to “media artworks” for standardization of language throughout

Final Vote on Standard 1: Consensus on adoption of Standard 1 with noted modification

Media Arts: Standard 2

- Change the developmental progression of the verbs to “explore”, “express” and “use” in (a), (b) and (c)
- In (g), delete “considering purposeful intent”

Final Vote on Standard 2: Consensus on adoption of Standard 2 with noted modifications

Media Arts: Standard 3

- Change (d)(iii) to “demonstrate how the use of elements alters media artworks”

Final Vote on Standard 3: Consensus on adopting Standard 3 with the noted modifications

Media Arts: Standard 4

- Delete instructional examples from grade levels (a-f).
- Add “including those of American Indians” in (h)

Final Vote on Standard 4: Consensus to adopt Standard 4 with noted modifications

Media Arts: Standard 5

- Change (d)(i) “in” to “of”
- OPI will collapse standard to be more concise without altering meaning

Final Vote on Standard 5: Consensus on adopting with noted modifications

Media Arts: Standard 6

- Add in (b), “and identify reactions”

Final Vote on Standard 6: Consensus in adopting Standard 6 with noted modification

Media Arts: Standard 7

Final Vote on Standard 7: Consensus on adopting Standard 7 with no modifications

Media Arts: Standard 8

Final Vote on Standard 8: Consensus on adopting Standard 8 with no modifications

Media Arts: Standard 9

Final Vote on Standard 9: Consensus on adopting Standard 9 with no modifications

Media Arts: Standard 10

- Change anchor from “make” to “create” and carry throughout

Final Vote on Standard 10: Consensus to adopt standard 10 with modification noted

Media Arts: Standard 11

- On (a)(iii) insert “online” before “environments” and carry through the standard where applicable
- In (h), add “online” to “environments” as carryover

Final Vote on Standard 11: Consensus to adopt with noted modifications

THEATRE

Theatre: Standard 1

- In (a) and (b), insert “guided” or “teacher-guided” before “creative drama” and this will be carried throughout all the kindergarten and first grade standards in this section
- In (c)(i), replace “to” with “for plot and/or story in”
- In (h)(i), change to “apply the roles of character...”

Final Vote on Standard 1: Consensus to adopt Standard 1 with modifications noted.

Theatre: Standard 2

- In (d)(i), change “describe” to “devise”
- In (f)(i), change “discuss” to “investigate”
- In (h)(ii), change “compare and contrast” to “explore”

Final Vote on Standard 2: Consensus to adopt Standard 2 with noted modifications.

Theatre: Standard 3

- In (e)(i), change “improve” to “revise”

Final Vote on Standard 3: Consensus to adopt Standard 3 with noted modification

Theatre: Standard 4

- In (b)(i), change “describe” to “explore”
- In (h)(ii), change “character choices” to “apply a variety of acting techniques in the rehearsal and performance of drama or theatre works”

Final Vote on Standard 10: Consensus to adopt Standard 4 with noted modifications

Theatre: Standard 5

- In both (c) and (d)(ii), replace “technical” with “design”

Final Vote on Standard 10: Consensus to adopt Standard 5 with noted modifications

Theatre: Standard 6

Final Vote on Standard 6: Consensus to adopt Standard 6 with no modifications

Theatre: Standard 7

Final Vote on Standard 7: Consensus to adopt Standard 7 with no modifications

Theatre: Standard 8

- Note: (a)(iii) appears to be missing, submitted writing team standard read, “with prompting and support, describe how personal emotions and choices compare to the emotions and choices of characters in teacher-guided creative drama.”
- In (c)i, the wording is awkward – other options from the core arts standards, “explain how personal preferences and emotions affect an observer’s response in a guided drama experience” and from the writing standards team, “consider multiple personal experiences when participating in a guided drama experience...”
- Review to eliminate redundancy in language and make more concise

Final Vote on Standard 8: Consensus to adopt Standard 8 with noted modifications

Theatre: Standard 9

- In (c)(i), eliminate “teacher-guided” from the statement
- (d)(ii), change “technical” to “design”
- (g)(i), change “critique” to “evaluate”

Final Vote on Standard 9: Consensus to adopt Standard 9 with noted modifications

Theatre: Standard 10

- In (c), change “discuss” to “compare”

Final Vote on Standard 10: Consensus to adopt Standard 10 with noted modification

Theatre: Standard 11

- Include “American Indian” in (a), (b) and (d) for consistency. Check across Standard 11 in all categories across the document for consistency.

Final Vote on Standard 11: Consensus to adopt Standard 11 with noted modification.

DANCE

Dance: Standard 1

- Include the definition of “locomotor” and “non-locomotor” according to the dance definition
Final Vote on Standard 1: Consensus to adopt Standard 1 with noted modification

Dance: Standard 2

- In (b), change “describe” to “improvise”
Final Vote on Standard 2: Consensus to adopt Standard 2 with noted modification

Dance: Standard 3

- In (d) and throughout, change “a short dance study” to “dance sequence”
- In (h), strike “recognized” from the statement
Final Vote on Standard 3: Consensus to adopt Standard 3 with noted modifications

Dance: Standard 4

- Strike “studies” from (h)(ii)
Final Vote on Standard 4: Consensus to adopt Standard 4 with noted modifications

Dance: Standard 5

- **Final Vote on Standard 5:** Consensus to adopt Standard 5 with no modifications

Dance: Standard 6

- In (d)(ii), change “describe” to “create”
Final Vote on Standard 6: Consensus to adopt Standard 6 with noted modification

Dance: Standard 7

Final Vote on Standard 7: Consensus to adopt Standard 7 with no modifications

Dance: Standard 8

Final Vote on Standard 8: Consensus to adopt Standard 8 with no modifications

Dance: Standard 9

- **Final Vote on Standard 9:** Consensus to adopt Standard 9 with no modifications

Dance: Standard 10

- Note: change “make” to “create” in anchor standard as noted in prior standard
Final Vote on Standard 10: Consensus to adopt Standard 10 with no modifications

Dance: Standard 11

- Keep “American Indian” reference only in the anchor because certain cultural dances are to be protected, ensuring there is not inappropriate use of the dances
Final Vote on Standard 11: Consensus to adopt Standard 11 with no modifications

MUSIC

Music: Standard 1

- Committee rejects this strand because it only covers general music. The original writing team* had the following strands within music:
 - Theory composition
 - Harmonizing instruments
 - Music technology
 - Traditional and emerging ensembles
 - K-8 General Music

*Draft of the writing team documents can be viewed at www.art.mt.gov

Final Vote on Standard 1: Consensus that the music standards are rejected until the remaining strands are reviewed for possible inclusion.

Economic Impact

OPI Chief of Staff Madalyn Quinlan provided an introduction to the economic impact analysis that must accompany the development/review of the standards. A broad survey will also be provided to districts and a focus group will also be used to go more in depth with costs.

The committee will provide an advisory role by evaluating the economic impact of the Montana Arts Standard implementation (see provided handout for budget considerations).

What kinds of activities and costs would be associated with implementation (considering the standards that are already in place) and who is impacted?

TEACHERS/SCHOOLS

- Classroom teacher will need more instruction on arts integration skills and techniques (U of M and MAC are working on these programs)
 - K-5, classroom teachers and arts specialists
 - 6-12, arts specialists and content teachers
- Key emphasis on art for the sake of art, so how do schools get that instruction?
- Dance at the secondary level will require extra support/training for instruction (i.e., endorsement of teachers). However, there is a large group of artists who work with schools in Montana and once they are trained will be eager to partner with teachers to teach their art form in the classroom.
- Media arts will require new tools and online access improvement (i.e., bandwidth).

Anything from today that may necessitate restructuring of the school day?

- If all this was implemented, it would likely result in a change in the school day. There would have to be a careful consideration of how to fit it all in. Suggestion is that rather than needing extra time, consider how the arts can be integrated, which means teacher training is again a major focus.

PARENTS

Anything parents would likely need to provide for their children to meet these standards?

- More engaged students – inspiration to keep them in school (innovation, creativity, collaboration)

SCHOOL TRUSTEES

- No costs identified
- On the flip side, need to understand the benefit that arts provide for students (i.e., keeping students in school
 - Economic Impact
 - Google document will be provided for the committee to provide their feedback in several broad categories.

Strategies for Addressing Committee’s Rejection of the Music Standards

- Meeting between Tammy, John, Emily and Jael

Public Comment

Barb Good (Retired, former superintendent of music/arts for Bozeman, chair of the committee that wrote Montana’s Arts Standards in 2000, and member of the National Core Arts Standards Writing Committee)

- The collaboration between MAC and OPI is unprecedented and appreciated.
- Suggestions for Committee’s work going forward
 - Review the work of the Arts Standards Revision Team to inform its work
 - Keep the Music strands written in the Revision Team because they support the Common Core and Career Readiness Standards and use the existing model that will help guide teachers
 - Consider how to reach teachers, parents and students with information and support around these new standards. Use the strong professional development networks throughout the state, administrators (especially elementary and secondary principals), the MT Music Education Association and Montana Arts Education Association, the many national standards (namely, the National Core Arts Standards), national initiatives in the state (Any Given Child), and Barb herself.
- No doubt there will be great consensus that comes from this work that will create a product strong in format, content and intent.
- Thank you again for taking on this commendable and difficult work to really make Arts education standards great in this state.

Arnie Fishbaugh, Director of Montana Arts Council

- The Montana Arts Council is grateful to Jael and Denise for their collaboration and leadership in this process. The connection between the OPI and MAC has contributed to the richness of this process.
- The Arts Standard Writing team is to be commended for their work in crafting new standards.

- The Negotiated Rulemaking Committee for the Arts is sincerely thanked for their hard work.

Closing Remarks and Adjournment

- The next meeting will happen on January, Monday 11.
- The meeting was adjourned at 4:36pm.